

Elementary and Secondary School Counseling Program

CFDA # 84.215E

Information and Application Procedures for Fiscal Year 2006

Application Deadline: April 10, 2006



Frequently Asked Questions
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**U.S. Department of Education
Office of Safe and Drug-Free Schools**

OMB No. 1890-0009 Expiration Date: 6/30/2008



UNITED STATES DEPARTMENT OF EDUCATION

Office of Safe and Drug-Free Schools

Dear Colleague:

Thank you for your interest in the Elementary and Secondary School Counseling Program administered by the U.S. Department of Education's Office of Safe and Drug-Free Schools.

We know that during elementary school, students develop attitudes about school, self, and peers that shape their educational experience. In addition, they learn values and critical skills that may stay with them for a lifetime. Elementary school counseling services can contribute to the personal growth, educational development, and emotional well being of students at this critical time. Research suggests that high quality counseling services have a positive effect on grades, classroom disruptions, and teachers' ability to manage classroom behavior effectively.

This competition supports the Department of Education's Strategic Plan, Goal 3 to Develop Safe Schools and Strong Character by establishing safe, disciplined, and drug-free educational environments that foster the development of good character and citizenship. Funds for this competition may be used to develop promising and innovative approaches for initiating or expanding elementary school counseling programs.

We look forward to receiving your application under this grant competition.

Sincerely,

A handwritten signature in black ink, reading "Deborah A. Price".

Deborah A. Price
Assistant Deputy Secretary

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I. GENERAL INFORMATION

Overview

We will award grants under this competition to establish or expand elementary school counseling programs, with special consideration given to applicants that can demonstrate the greatest need for counseling services in the schools to be served, propose the most innovative and promising approaches, and show the greatest potential for replication and dissemination.

Authority

This grant program is authorized under Title V, Part D, Subpart 2, Section 5421 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (Public Law 107-110).

Note to Applicants

This is a complete application package for Elementary and Secondary School Counseling grant competition. Together with the statute authorizing the program and the Education Department General Administrative Regulations (EDGAR) governing the program, this package contains all of the information, application forms, and instructions needed to apply for this grant.

The official document governing this competition is the Notice Inviting Applications published in the Federal Register on February 22, 2006. This notice also is available electronically at: www.ed.gov/legislation/FedRegister and www.access.gpo.gov/nara.

Applicable Regulations

The following Education Department General Administrative Regulations (EDGAR) apply to the competition described in this application package:

- 34 CFR Part 75 (Direct Grant Programs)
- 34 CFR Part 77 (Definitions that Apply to Department Regulations)
- 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities)
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments)
- 34 CFR Part 81 (General Education Provisions Act—Enforcement)
- 34 CFR Part 82 (New Restrictions on Lobbying)
- 34 CFR Part 84 (Governmentwide Requirements for Drug-Free Workplace (Financial Assistance))
- 34 CFR Part 85 (Governmentwide Debarment and Suspension (Nonprocurement))
- 34 CFR Part 97 (Protection of Human Subjects)
- 34 CFR Part 98 (Student Rights in Research, Experimental Programs, and Testing)
- 34 CFR Part 99 (Family Educational Rights and Privacy)
- 34 CFR Part 299 (General Provisions)

Eligibility

Eligible applicants for this grant program are local educational agencies (LEAs). Section 5421(g)(2) of ESEA requires that for any fiscal year in which the amount available for this program is less than \$40,000,000 the Secretary makes grants to LEAs to establish or expand counseling programs in elementary schools. The FY 2006 appropriation for this program is \$34,650,000. Therefore, under this competition applicants must propose projects in elementary schools. Refer to your State definition of “elementary school” when identifying schools to be served by this program. Proof of the State’s definition may be requested.

Project Period

The project period for this grant is 36 months (3 budget periods of 12 months each). Projects will be funded for one year with an option for two additional years, contingent upon substantial progress and the availability of future funds. **Note: Applicants must submit ED Form 524 and a detailed budget narrative for each funding year requested.**

Estimated Award Information

We estimate that we will make 45 new awards, ranging from \$250,000 - \$400,000, depending on the scope of work proposed. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant. We estimate the average size of awards to be \$375,000. **Note: A grant award under this competition shall not exceed \$400,000 for any fiscal year.**

Failure To Meet Deadline

Under very extraordinary circumstances, the Department may change the closing date for a competition. When this occurs, we announce such a change in a notice published in the Federal Register. Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described in the section under e-Applications.

Grantee Meetings

All applicants must budget for one person to attend the project directors’ meeting during the first year of the grant (two days) and the attendance of two persons at the OSDFS National Conference each year of the grant (three days). These meetings will usually be held in Washington, DC. Grant funds may be used to pay for all costs associated with attendance at these meetings including transportation, hotel, and per diem.

Contracting for Services

Generally, all procurement transactions must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 of the Education Department General Administrative Regulations (EDGAR). This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards

described in EDGAR. (EDGAR is available online at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>; see Section 80.36 for details about these procurement standards.)

Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that will be used to provide services for the proposed project.

Consistent with the limitations in Section 75.515 of EDGAR concerning the use of consultants, contractors or consultants may be used to help prepare grant applications, but their participation in the application development process should not be presumed to result in the receipt of a contract for work under the project if a grant is awarded. Applicants may include a sum for grant writing costs in their grant's proposed budget provided that the amount requested is necessary and reasonable.

E-mail Addresses

As part of our review of your application, we may need to contact you with questions for clarification. We also will make peer reviewer's comments available to you online. Please be sure your application contains valid e-mail addresses for the project director and authorized representative or another party designated to answer questions in the event the project director and authorized representative are unavailable.

Human Subjects Research

Please see the instructions for ED Form 424 (Application for Federal Education Assistance), paragraphs 13 and 13a, in the Appendices section of this application package. Projects funded under this grant program may be subject to protection of human subjects requirements. If you have any questions about your responsibilities under these requirements, please contact ED's protection of human subjects coordinator at 202-245-6153.

Paperwork Burden Statement

According to the paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the information collection is OMB No. 1890-0009. The time required to complete the information collection is estimate to average 28 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-6450. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW Room 3E318, Washington, DC 20202-6450.

II. THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service deliver, and customer satisfaction.

As required by GPRA, the Department of Education has prepared a strategic plan for 2002-2007. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listen in the plan, are:

GOAL 1: Create a culture of achievement

GOAL 2: Improve student achievement.

GOAL 3: Develop Safe Schools and Strong Character.

GOAL 4: Transform Education into an Evidence-Based Field.

GOAL 5: Enhance the quality and access to Postsecondary and Adult Education.

GOAL 6: Establish Management Excellence.

The Secretary has established the following performance measures for assessing the effectiveness of the Elementary and Secondary School Counseling Program:

- (1) the percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the Statute; and
- (2) the median percentage decrease among grantees in the number of student disciplinary referrals in the schools participating in the program.

These two measures constitute the Department's indicators of success for this program. Consequently, applicants for a grant under this program are advised to give careful consideration to these outcomes in conceptualizing the design, implementation, and evaluation of their proposed project. If funded, applicants will be asked to collect and report data in their annual performance reports about progress toward these goals. The Secretary will also use this information to respond to reporting requirements concerning this program established in Section 5421(f) of the ESEA.

III. TIPS FOR APPLICANTS

A. Before you Begin

- Read this application package carefully and make sure you follow all of the instructions
- Use the tools we have provided to help you including
 - Frequently Asked Questions in this application package
 - How to apply for a grant on our web site at <http://www.ed.gov/about/offices/list/ocfo/grants/grants.html>
- If you are uncertain about any aspects of this program, please contact the program manager, Loretta McDaniel at loretta.mcdaniel@ed.gov for assistance.

B. Preparing your Application

- Be thorough in your program description. Write so that someone who knows nothing about your organization or your program plan can understand what you are proposing.
- Organize your application according to the selection criteria and respond comprehensively.
- Make sure your budget narrative provides enough detail about planned expenditures so staff can easily determine how the funds will be spent. Provide a narrative for each year of funding requested.
- Link your planned expenditures to the goals and objectives of your program. Do not request funds for miscellaneous purposes and make sure you demonstrate that your proposed expenditures are necessary to carry out your program.

C. Submitting your Application

- Use the checklist provided in this application package to make sure your application is complete before submitting it.
- Make sure all required forms are included and signed by an authorized representative of your organization.
- Transmit your application by the deadline date. If you use the U.S. Postal Service, make sure you have a legible postmark date. If you use an overnight carrier, get a receipt. If you use e-Applications, follow the instructions on the e-Application web site. Because unanticipated problems can occur, we encourage you not to wait until the last minute to finalize your application. E-Application will not accept applications after the deadline.

D. What Happens Next?

- In approximately two weeks (depending on the volume of applications) you should receive a postcard from ED's Application Control Center acknowledging receipt of your application and giving you its assigned number. Please refer to the CFDA number (84.215E) for this program if you need to contact us about your application.

- OSDFS staff screens each application to ensure that all program eligibility requirements are met and all forms are included.
- Your application will be assigned to a three-person panel of expert reviewers who will evaluate and score your proposal according to the selection criteria in this package. Your application will receive a score from 0 to 100 depending upon how well you respond to the requirements of the selection criteria.
- A grant award document will be sent to applicants whose proposals score within the funding range. Unsuccessful applicants will receive a notification letter. Both successful and unsuccessful applicants will receive copies of the peer review comments by email. Peer review comments will be sent to the authorized representative identified on ED Form 424 and will not be sent to personal post office boxes or home addresses. Please make sure you include the email address of the authorized representative in box 16 of the ED Form 424.

IV. PROGRAM REQUIREMENTS

Administrative Cost Cap

Not more than 4 percent of the grant award amount for any budget period may be used for administrative costs. Applicants are encouraged to review EDGAR Section 80.3 for a definition of administrative requirements.

Maximum Award Cap

A grant awarded under this program may not exceed \$400,000 for any fiscal year. Applicants should not submit budgets that exceed this statutory cap for any budget period for which they are requesting funding. Applicants that submit any annual budget that exceeds this cap may be ruled ineligible if their proposed project cannot be implemented for \$400,000 or less.

Definitions

The following definitions apply to this competition:

Local Educational Agency – a public board of education or other public authority legally constituted within a State for either administrative control of or direction of, or to perform service functions for, public elementary or secondary schools. Additional information can be found in EDGAR Part 77.

Elementary School -- an elementary school is a day or residential school that provides elementary education, as determined under State law (EDGAR Part 77).

Child and Adolescent Psychiatrist -- an individual who (a) possesses State medical licensure; and (b) has completed residency training programs in both general psychiatry and child and adolescent psychiatry.

Other Qualified Psychologist -- an individual who (a) has demonstrated competence in counseling children in a school setting and (b) who is licensed in psychology by the State in which the individual works; and (c) practices in the scope of the individual's education, training, and experience with children in school settings.

School Counselor -- an individual who (a) has documented competence in counseling children and adolescents in a school setting and who is (b) licensed by the State or certified by an independent professional regulatory authority; (c) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or (d) holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent;

School Psychologist -- an individual who (a) has completed a minimum of 60 graduate semester hours in school psychology from an institution of higher education and has completed 1,200 clock hours in a supervised school psychology internship, of which 600 hours are in the school setting and (b) is licensed or certified in school psychology by the State in which the individual works; or (c) in the absence of such State licensure or certification, possesses national certification by the National School Psychology Certification Board; and

School Social Worker -- an individual who (a) holds a master's degree in social work from a program accredited by the Council on Social Work Education; and (b) is licensed or certified by the State in which services are provided; or (c) in the absence of such State licensure or certification, possesses a national credential or certification as a school social work specialist granted by an independent professional organization.

Statutory Requirements

The statute requires each project assisted under this program to—

- (1) be comprehensive in addressing the counseling and educational needs of all students;
- (2) use a developmental, preventive approach to counseling;
- (3) increase the range, availability, quantity, and quality of counseling services in elementary schools of the local educational agency;
- (4) expand counseling services through qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists;
- (5) use innovative approaches to increase children's understanding of peer and family relationships, work and self, decision making, academic and career planning, or to improve peer interaction;
- (6) provide counseling services in settings that meet the range of student needs;
- (7) include in-service training appropriate to the activities funded under this program for teachers, instructional staff, and appropriate school personnel, including in-service training in appropriate identification and early intervention techniques by school counselors, school social workers, school psychologists, other qualified psychologists, and child and adolescent psychiatrists;
- (8) involve parents of participating students in the design, implementation, and evaluation of the counseling program;
- (9) involve community groups, social service agencies, or other public or private entities in collaborative efforts to enhance the program and promote school-linked integration of services;
- (10) evaluate annually the effectiveness and outcomes of the counseling services and activities assisted under this section;
- (11) ensure a team approach to school counseling in the schools served by the LEA by working toward ratios recommended by the American School Health Association of one school counselor to 250 students, one school social worker to 800 students, and one school psychologist to 1,000 students; and
- (12) ensure that school counselors, school psychologists, other qualified psychologists, school social workers, or child and adolescent psychiatrists paid from

funds made available under this section spend a majority of their time counseling students or in other activities directly related to the counseling process.

The statute also requires each grantee to—

(1) assure that the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students; and

(2) assure that the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, counseling service providers, and community leaders to advise the LEA on the design and implementation of the counseling program.

A form containing these assurances is included in this package in Section X, Appendices and Forms. A similar form is available in the materials for electronic submission of applications under this program.

V. APPLICATION INFORMATION AND SELECTION CRITERIA

Background

The Elementary and Secondary School Counseling Program will provide funds to allow elementary schools to expand their capacity to provide counseling services and to identify model strategies, enhance knowledge of what works, and expand the inventory of effective counseling programs. The emphasis of the program is on counseling services that focus on prevention and early intervention services for elementary school students.

During elementary school, students develop attitudes concerning school, self, peers, social groups, families, critical life skills, and character values. Elementary school counseling services can contribute to the personal growth, educational development, and emotional well being of students. Research suggests that high quality counseling services can have long-term effects on a child's well being and can prevent a student from turning to violence and drug or alcohol abuse. High quality school counseling services also can improve a student's academic achievement. Studies on the effects of school counseling have shown positive effects on students' grades, classroom disruptions, and teachers' ability to manage classroom behavior effectively. High quality school counseling services can also help in addressing students' mental health needs.

Elementary and Secondary School Counseling Programs will provide resources to enable schools to develop promising and innovative approaches for initiating or expanding elementary school counseling. This program will support the hiring and training of qualified school counselors, school psychologists, child and adolescent psychiatrists, and school social workers, for elementary schools; provide greater student access to beneficial counseling services; and help identify effective strategies for providing counseling services to elementary school students that show potential for replication and dissemination.

The statute requires that we give special consideration to applications that demonstrate the greatest need for new or additional counseling services, that propose the most promising and innovative approaches for initiating and expanding school counseling, and that show the greatest potential for replication and dissemination. We are implementing this requirement by providing a significant emphasis on these three issues in the selection criteria described later in this application package.

Absolute Priority

For FY 2006 this priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority. This priority is: the establishment or expansion of elementary school counseling programs. Under 34 CFR part 77, an elementary school is a day or residential school that provides elementary education, as determined under State law. Applicants must also address the requirements in Section 5421 (c)(2) of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001. A copy of the statute authorizing this competition is included in this application package in Section X, Appendices and Forms.

Selection Criteria

The following selection criteria will be used to evaluate applications. For ease of reading by the reviewers, applicants should develop their narrative description to follow the sequence of criteria provided below. The maximum number of possible points for all selection criteria is 100. **[Note: *The criteria contain weighted subcriteria. Applicants must address each subcriterion to qualify for the maximum number of points for each criterion.*]**

- 1) Need for Project - 25 points
- 2) Significance - 15 points
- 3) Quality of the Project Design -30 points
- 4) Quality of the Project Personnel - 10 points
- 5) Quality of the Project Evaluation - 20 points

1. Need for Project (25 points)

In determining the need for the proposed project, the following factors are considered:

- A. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (15 points)
- B. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)

Note: Reviewers will look at the magnitude of the need for counseling services among the target population. Applicants must describe the school population to be targeted by the grant, the counseling needs of that population, and the current barriers to meeting school counseling needs.

2. Significance (15 points)

In determining the significance of the proposed project, the following factors are considered:

- A. The likelihood that the proposed project will result in system change or improvement. (5 points)
- B. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population. (5 points)
- C. The importance or magnitude of the results or outcomes likely to be attained by the proposed project. (5 points)

Note: Reviewers will look for evidence that the project activities will lead to system change or improvement in the quality and effectiveness of counseling services. They will also consider the extent to which the proposed project will likely build local capacity that supports school counseling.

3. Quality of the Project Design (30 points)

In determining the quality of the design of the proposed project, the following factors are considered:

- A. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)
- B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (5 points)
- C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (10 points)
- D. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (5 points)

Note: Reviewers will look for clearly described activities, services, and training to be provided by the program and the specific approaches to be used to meet the counseling needs of the target population, including those of diverse cultural populations, if applicable. Reviewers will also consider the extent to which the proposed projects will involve community groups, social service agencies, and other public and private entities in collaborative efforts to enhance the counseling program and promote school-linked services integration.

4. Quality of Project Personnel (10 points)

In determining the quality of personnel for the proposed project, the following factors are considered:

- A. The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (5 points)
- C. The qualifications, including relevant training and experience, of key project personnel. (5 points)

Note: Reviewers will look for evidence that the applicant has the personnel qualified to develop, implement, and administer the proposed project, including the project evaluation.

5. Quality of the Project Evaluation (20 points)

In determining the quality of the evaluation for the proposed project, the following factors are considered:

- A. The extent to which the methods of evaluation are thorough, feasible, measurable, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 points)
- B. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (5 points)
- C. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Note: Reviewers will look for a detailed description of the evaluation plan that includes the methods to be used to evaluate the outcomes and effectiveness of the project, including the applicant's plan to address the Government Performance and Results (GPRA) measures established for this program.

VI. APPLICATION CONTENTS

Preparing the Application

A completed application for assistance under this competition consists of two parts: a detailed narrative description of the proposed project and budget, and all forms and assurances that must be submitted in order to receive a grant. An application under this program should address the specific needs of the applicant and propose activities specifically designed to meet those needs. The Department strongly discourages applicants from using “form” applications or proposals that address general rather than specific local needs.

A panel of non-Federal readers with experience in school-based counseling, prevention programs, or other youth development expertise will review each eligible application submitted by the deadline. The panel will award points ranging from 0 to 100 to each application depending on how well the selection criteria are addressed. Be sure you provide a comprehensive response to each factor under each selection criterion. Applications that fail to do so will be read, but our experience suggests they may not score well enough to be funded.

Organizing the Application

Applicants that submit an application should adhere to the following formatting guidelines:

- Submit your application on 8½” by 11” paper with a 1-inch margin on all sides.
- Use consistent font no smaller than 12-point type throughout your document. You may use boldface type, underlining, and italics; however, do not use colored text.
- For the project narrative, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criteria, if included, does not count against any page limitation.
- Place a page number at the bottom center of each page beginning with 1, and number your pages consecutively throughout your document, beginning with the Abstract.

Applicants should organize the information in their application in the following order.

1. Application for Federal Assistance (ED Form 424): Use the Application for Federal Education Assistance (ED Form 424), or a suitable facsimile, to cover the original and each copy of the application. Be sure Item 4 identifies the CFDA Number for this grant competition: 84.215E. Under Item 13, indicate whether proposed activities include human subjects research, and if so, whether any or all of the proposed activities are exempt. For additional guidance, visit www.ed.gov/policy/guid/humansub/overview.html or call ED’s protection of human subjects coordinator at 202-245-6153.

2. Table of Contents: Include a Table of Contents with page references.

3. Abstract: Include a concise, one-page, double-spaced abstract following the Table of Contents. This is a key element and should include a brief narrative describing: (1) a brief summary of the project goals and objectives; (2) the intended outcomes of the project; and (3) the theoretical or research basis for the project. Clearly mark this page with the applicant's name as shown in Item 1 of ED Form 424 and the title of the project as shown in Item 14 of the same form.

4. Project Narrative: Narratives should be no more than 25 double-spaced typewritten pages. The narratives must contain evidence that the applicant meets the absolute priority, and should contain and follow in sequence the information requested for each selection criterion. Applicants should review Section V for a discussion of the selection criteria and the chief considerations for this specific competition. A timeline or schedule of tasks and events, responsible person(s), project milestone(s), and/or completion dates should be included in the narrative.

5. Budget Information Form: Use the Budget Information Form (ED Form 524, Section A) provided in the Section X of this application package to prepare a budget for the project. **Note: A budget must be submitted for each year in which funds are requested. Failure to supply a budget for each year of the project will result in no funding for those years. This competition does not require a matching contribution from the applicant.**

6. Budget Narrative: Applicants must include a detailed budget narrative that supports and explains the information provided in ED Form 524. Use the same budget categories as those on the ED Form 524 and explain the basis used to estimate costs for all budget categories, and how the cost items relate to the proposed project goals, objectives, and activities. All expenditures must be necessary to carry out the goals and objectives of the program, reasonable for the scope and complexity of the program, and allowable under the terms and conditions of the grant and in accordance with government cost principles.

The Budget Information Form and accompanying narrative should provide enough detail for ED staff to easily understand how costs were determined and if the budget is commensurate with the scope of the project. Applicants must submit separate detailed budgets for each year of funding requested as shown on ED Form 524.

For this grant competition, you may charge indirect costs using the "restricted" rate negotiated with your cognizant Federal agency (e.g., Department of Education, Department of Health and Human Services, Department of Interior). Be sure to include evidence of a federally negotiated restricted indirect cost rate. If you budget for contractual services, please note that indirect costs may be applied only to the first \$25,000 of each subcontract, regardless of the period covered by the subcontract.

7. Appendices: Appendices should be limited only to what reviewers need to understand or clarify the proposal, or to provide supporting documentation such as personnel

qualifications. Be sure to include copies of appendices with each copy of the application. Do not include timelines or other management charts as appendices, as they should be included in the narrative.

The following items are **not** part of the appendices and may not be included:

- budget or program narrative information that the applicant wishes to have reviewed as part of its response to one or more scoring criteria—all such information must be included in the narrative portion of the application; and
- video tapes, CD-ROMs, photos or floppy disks—they will not be reviewed and we will not return them.

This section **may** include the following:

1. Other information the applicant wishes to include in support of its capacity, experience, and readiness to undertake the proposed project, including:
 - Resumes of key personnel. If personnel have yet to be hired for this proposed project, include a narrative description of expected staff qualifications.
 - Letters of commitment that reflect each person's understanding of their role in the proposed project. Each letter should indicate a willingness to put forth the necessary time and effort to make the project work efficiently and effectively.
 - Relevant prior grant experience.

8. Assurances and Certifications: Standard Form 424B, ED Form 80-0013, and ED Form 80-0014 must be signed with the original signatures of the person authorized to sign for the institution, and must be included in the application package. If you choose to submit your application electronically, you must fax the ED 424 to the Office of Safe and Drug-Free Schools at (202) 205-5722 within 3 working days after submitting your application. We may request that you provide us original signatures on other forms at a later date. **Note: If 1(b) of Form ED 80-0013 applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project if it is funded, you must submit Standard Form LLL. If your organization does not engage in lobbying, please submit Standard Form LLL and mark "Not Applicable" (N/A) across the form.**

9. Notification of Award: The review of applications and notification of awards for this grant competition requires approximately 6 to 8 weeks. We expect to notify successful applicants by June 9, 2006. Unsuccessful applicants will be notified by email within 60 days of award start date.

General Education Provisions Act (GEPA) Section 427

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. All applicants for new awards must include information in their applications to address this provision, summarized below, in order to receive funding under this program.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability, or age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others, from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTES: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.

- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it tends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Paperwork Burden Statement for GEPA 427

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1890-0007. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E318, Washington, DC 20202-6450.

VII. APPLICATION SUBMISSION PROCEDURES

Attention Electronic Applicants: Please note that you must follow the application procedures as described in the Federal Register notice announcing this grant competition. Some programs may require electronic submission of applications, and those programs will have specific requirements and waiver instructions in the Federal Register notice.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

Applications Submitted Electronically

You must submit your grant application through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 p.m. (Washington, DC time) on the application deadline date. The regular hours of operation of the e-Grants website are 6:00 a.m. Monday until 7:00 p.m. Wednesday, and 6:00 a.m. Thursday until midnight Saturday (Washington, DC time). Please note that the system is unavailable on Sundays, and after 7:00 p.m. on Wednesdays for maintenance (Washington, DC time). Any modifications to these hours are posted on the e-Grants Web site. If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgment when we receive your application.

You may access the electronic grant application for this competition by going to <http://e-grants.ed.gov>.

Applications Sent by Mail

You must mail the original and two copies of the application on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional copy (1) of your application.

Please mail copies to:

U.S. Department of Education
Application Control Center
Attention: CFDA# 84.215E
400 Maryland Avenue, SW
Washington, DC 20202 - 4260

You must show one of the following as proof of mailing:

- (1) A legibly dated U. S. Postal Service Postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U. S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Services.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

Applications Delivered by Commercial Carrier

Special Note: Due to recent disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; or U. S. Postal Service Express Mail) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under “Applications Sent by Mail,” then follow the mailing instructions under the appropriate delivery method.

Applications that are delivered by commercial carrier, such as Federal Express, United Parcel Service, etc. should be mailed to the:

U.S. Department of Education
Application Control Center – Stop 4260
Attention: CFDA# 84.215E
7100 Old Landover Road
Landover, MD 20785-1506

Applications Delivered by Hand

You or your courier must hand deliver the original and two copies of your application by 4:30 p.m. (Washington, DC time) on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional copy (1) of your application.

Please hand deliver copies to:

U.S. Department of Education
Application Control Center
Attention: CFDA# 84.215E
550 12th Street, SW
PCP - Room 7041
Washington, DC 20202 – 4260

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, DC time), except Saturdays, Sundays and Federal holidays.

VIII. INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS

This grant competition is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. One of the objectives of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism. The Executive Order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive Order. The name and address of each State Single Point of Contact is listed below. **Note: A copy of the applicant's letter to the State Single Point of Contact must be included with the application.**

In States that have not established a process or chosen a program for review, State, area-wide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area-wide, regional, and local entities must be received by June 9, 2006, at the following address: The Secretary, EO 12372—CFDA #84.215E, U.S. Department of Education, 400 Maryland Avenue, SW, Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on June 9, 2006. Please do not send applications to this address.

States that are not listed have chosen not to participate in the intergovernmental review process, and therefore do not have a State Single Point of Contact. If your organization is located within one of these States, it is exempt from this requirement.

ARKANSAS

Tracy L. C Copeland
Manager, State Clearinghouse
Office of Intergovernmental Services
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Grants Coordination
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KENTUCKY

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Commissioner's Office
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Kimberley Perondi
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State Clearinghouse
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kperondi@budget.state.nv.us

NEW HAMPSHIRE

MaryAnn Manoogian
Director, New Hampshire Office of
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Attn: Intergovernmental Review Process
Benjamin Frost
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NEW YORK

Linda Shkreli
Office of Public Security
Homeland Security Grants Coordination
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AMERICAN SAMOA

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VIRGIN ISLANDS

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WISCONSIN

Division of Intergovernmental Relations
Wisconsin Department of Administration
101 East Wilson Street, 10th Floor
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Madison, Wisconsin 53708
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Fax: (608) 267-6917
SPOC@doa.state.wi.us

GUAM

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Office of the Governor
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Agana, Guam 96910
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Fax: 011-472-2825
jer@ns.gov.gu

PUERTO RICO

Jose Caballero / Mayra Silva
Puerto Rico Planning Board
Federal Proposals Review Office
Minillas Government Center
P.O. Box 41119
San Juan, Puerto Rico 00940-1119
Telephone: (787) 723-6190
Fax: (787) 722-6783

Note: This list is based on the most current information provided by the states. Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to ephillips@omb.eop.gov. If you prefer, you may send correspondence to the following postal address: Attn: Grants Management, Office of Management and Budget, New Executive Office Building, Suite 6025, 725 17th Street, NW, Washington, DC 20503. Inquiries about obtaining a federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the Catalog of Federal Domestic Assistance (www.cfda.gov) and the Grants.gov web site (www.grants.gov).

IX. FREQUENTLY ASKED QUESTIONS

What steps can I take to maximize my chances of receiving a grant?

- Before preparing your application, read the application package carefully and completely.
- Follow all of the instructions exactly.
- If you're uncertain about any aspects of this application package, contact the competition manager for clarification.
- Absolute priorities establish the parameters for applications under a grant competition. If your application does not meet the absolute priority for this grant competition, it will not be considered for funding.
- A panel of three persons from the drug abuse and violence prevention, and counseling fields will review your application. Be sure to organize your application clearly, provide requested information in a comprehensive manner, and respond to each selection criterion thoroughly. Reviewers are not allowed to give you "the benefit of the doubt"; therefore, if it is not in your application, they cannot award points for it.
- Be sure that your application includes a budget request (ED Form 524) and complete narrative justification for each proposed project year.
- Be sure to submit your application **on or before** the deadline date of **April 10, 2006**.

What is the goal of this grant competition?

- The goal of this grant competition is to provide funds to elementary schools to establish or expand their capacity to provide counseling services and to identify model strategies, enhance knowledge of what works, and expand the inventory of effective counseling programs.

How much money is available under this grant competition?

- We estimate making \$17,000,000 million available for new awards in Fiscal Year 2006.

How many new awards will be made?

- We estimate that we will make 45 new awards in Fiscal Year 2006.

What is the estimated range of funding for projects under this program?

- We estimate that the average award under this program will be \$250,000 - \$400,000. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant.

Is there a matching requirement?

- No.

May I charge indirect costs under this grant?

- In order to do so, you must have a negotiated rate between the applicant and cognizant Federal agency for indirect costs. For more information about indirect cost rates, please visit <http://www.ed.gov/about/offices/list/ocfo/intro.html?exp=0> . LEAs may use their State-assigned rate.

Does this program use a restricted or unrestricted indirect cost rate?

- Because this program requires that grantees use funds to supplement, not supplant other Federal, State, or local funds used for providing school-based counseling and mental health services to students, applicants must use their negotiated restricted indirect cost rate. For additional information and example of indirect cost for restricted rate programs, see fact sheet in Appendices Section.

Can grant funds be used to support professional development activities?

- Yes, as long as the activities directly support the purposes of the grant.

Are there guidelines for how much money can be spent on consultants? What is the daily limit and is there a cap?

- There is no daily limit or cap for consultant fees. Information related to these fees should be included on ED Form 524 under the Budget Categories of Contractual or Other. Also, applicants should be sure to fully substantiate all expenditures in the budget narrative.

What is the project period for these grants?

- The maximum project period for these grants is 36 months. Projects will be funded for one year with an option for two additional years, contingent upon substantial progress and the availability of future funds.

Who is eligible to apply?

- This grant competition is open to local educational agencies (LEAs) only.

What information should I include in my application?

- Complete instructions are given in the application package. Requested information includes:
 - ✓ results of a thorough needs assessment of objective data;
 - ✓ an established set of specific and measurable goals and objectives linked to identified needs as well as the GPRA measures identified for the program;
 - ✓ counseling strategies that research or evaluation has shown to be effective in providing counseling services to elementary school students only; and
 - ✓ evaluation methods to refine, improve, and strengthen the program and refine goals and objectives as appropriate.

Who do I contact for more information about this grant competition?

- Any questions pertaining to this grant competition should be directed to Ms. Loretta McDaniel, Program Analyst, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E214, Washington, DC 20202-6450, Phone: 202/260-2661, Fax: 202/260-7767, Email: loretta.mcdaniel@ed.gov

X. APPENDICES AND FORMS

Authorizing Statute

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

as amended by

NO CHILD LEFT BEHIND ACT OF 2001

TITLE V – PROMOTING INFORMED PARENTAL CHOICE AND INNOVATIVE PROGRAMS

PART D – FUND FOR THE IMPROVEMENT OF EDUCATION

SEC. 5421. ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS

`(a) GRANTS AUTHORIZED-

`(1) IN GENERAL- The Secretary is authorized to award grants to local educational agencies to enable such agencies to establish or expand elementary school and secondary school counseling programs that comply with the requirements of subsection (c)(2).

`(2) SPECIAL CONSIDERATION- In awarding grants under this section, the Secretary shall give special consideration to applications describing programs that—

 `(A) demonstrate the greatest need for new or additional counseling services among children in the schools served by the local educational agency, in part by providing information on current ratios of students to school counselors, students to school social workers, and students to school psychologists;

 `(B) propose the most promising and innovative approaches for initiating or expanding school counseling; and

 `(C) show the greatest potential for replication and dissemination.

`(3) EQUITABLE DISTRIBUTION- In awarding grants under this section, the Secretary shall ensure an equitable geographic distribution among the regions of the United States and among local educational agencies located in urban, rural, and suburban areas.

`(4) DURATION- A grant under this section shall be awarded for a period not to exceed 3 years.

`(5) MAXIMUM GRANT- A grant awarded under this section shall not exceed \$400,000 for any fiscal year.

`(6) SUPPLEMENT, NOT SUPPLANT- Funds made available under this section shall be used to supplement, and not supplant, other Federal, State, or local funds used for providing school-based counseling and mental health services to students.

`(b) APPLICATIONS-

`(1) IN GENERAL- Each local educational agency desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

`(2) CONTENTS- Each application for a grant under this section shall--

`(A) describe the school population to be targeted by the program, the particular counseling needs of such population, and the current school counseling resources available for meeting such needs;

`(B) describe the activities, services, and training to be provided by the program and the specific approaches to be used to meet the needs described in subparagraph (A);

`(C) describe the methods to be used to evaluate the outcomes and effectiveness of the program;

`(D) describe how the local educational agency will involve community groups, social service agencies, and other public and private entities in collaborative efforts to enhance the program and promote school-linked services integration;

`(E) document that the local educational agency has the personnel qualified to develop, implement, and administer the program;

`(F) describe how diverse cultural populations, if applicable, will be served through the program;

`(G) assure that the funds made available under this subpart for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students; and

`(H) assure that the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, counseling services providers described in subsection (c)(2)(D), and community leaders, to advise the local educational agency on the design and implementation of the program.

`(c) USE OF FUNDS-

`(1) IN GENERAL- The Secretary is authorized to award grants to local educational agencies to enable the local educational agencies to initiate or expand elementary school or secondary school counseling programs that comply with the requirements of paragraph (2).

`(2) REQUIREMENTS- Each program funded under this section shall--

`(A) be comprehensive in addressing the counseling and educational needs of all students;

`(B) use a developmental, preventive approach to counseling;

`(C) increase the range, availability, quantity, and quality of counseling services in the elementary schools and secondary schools of the local educational agency;

`(D) expand counseling services through qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists;

`(E) use innovative approaches to increase children's understanding of peer and family relationships, work and self, decisionmaking, or academic and career planning, or to improve peer interaction;

`(F) provide counseling services in settings that meet the range of student needs;

`(G) include in-service training appropriate to the activities funded under this Act for teachers, instructional staff, and appropriate school personnel, including in-service training in appropriate identification and early intervention techniques by school counselors, school social

workers, school psychologists, other qualified psychologists, and child and adolescent psychiatrists;

`(H) involve parents of participating students in the design, implementation, and evaluation of the counseling program;

`(I) involve community groups, social service agencies, or other public or private entities in collaborative efforts to enhance the program and promote school-linked integration of services;

`(J) evaluate annually the effectiveness and outcomes of the counseling services and activities assisted under this section;

`(K) ensure a team approach to school counseling in the schools served by the local educational agency by working toward ratios recommended by the American School Health Association of 1 school counselor to 250 students, 1 school social worker to 800 students, and 1 school psychologist to 1,000 students; and

`(L) ensure that school counselors, school psychologists, other qualified psychologists, school social workers, or child and adolescent psychiatrists paid from funds made available under this section spend a majority of their time counseling students or in other activities directly related to the counseling process.

`(d) LIMITATION ON ADMINISTRATIVE COSTS- Not more than 4 percent of the amounts made available under this section for any fiscal year may be used for administrative costs to carry out this section.

`(e) DEFINITIONS- For the purpose of this section—

`(1) the term `child and adolescent psychiatrist' means an individual who--

`(A) possesses State medical licensure; and

`(B) has completed residency training programs in both general psychiatry and child and adolescent psychiatry;

`(2) the term `other qualified psychologist' means an individual who has demonstrated competence in counseling children in a school setting and who—

`(A) is licensed in psychology by the State in which the individual works; and

`(B) practices in the scope of the individual's education, training, and experience with children in school settings;

`(3) the term `school counselor' means an individual who has documented competence in counseling children and adolescents in a school setting and who--

`(A) is licensed by the State or certified by an independent professional regulatory authority;

`(B) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or

`(C) holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent;

`(4) the term `school psychologist' means an individual who--

`(A) has completed a minimum of 60 graduate semester hours in school psychology from an institution of higher education and has completed 1,200 clock hours in a supervised school psychology internship, of which 600 hours are in the school setting;

`(B) is licensed or certified in school psychology by the State in which the individual works; or

`(C) in the absence of such State licensure or certification, possesses national certification by the National School Psychology Certification Board; and

`(5) the term 'school social worker' means an individual who--

`(A) holds a master's degree in social work from a program accredited by the Council on Social Work Education; and

`(B)(i) is licensed or certified by the State in which services are provided; or

`(ii) in the absence of such State licensure or certification, possesses a national credential or certification as a school social work specialist granted by an independent professional organization.

`(f) **REPORT-** Not later than 2 years after assistance is made available to local educational agencies under subsection (c), the Secretary shall make publicly available a report—

`(1) evaluating the programs assisted pursuant to each grant under this subpart; and

`(2) outlining the information from local educational agencies regarding the ratios of students to-

-

`(A) school counselors;

`(B) school social workers; and

`(C) school psychologists.

`(g) **SPECIAL RULE-**

`(1) **AMOUNT EQUALS OR EXCEEDS \$40,000,000-** If the amount of funds made available by the Secretary for this subpart equals or exceeds \$40,000,000, the Secretary shall award not less than \$40,000,000 in grants to local educational agencies to enable the agencies to establish or expand counseling programs in elementary schools.

`(2) **AMOUNT LESS THAN \$40,000,000-** If the amount of funds made available by the Secretary for this subpart is less than \$40,000,000, the Secretary shall award grants to local educational agencies only to establish or expand counseling programs in elementary schools.

Additional Indirect Cost Information and Example for Grants under Restricted Rate Programs

If you are applying for a grant from the U.S. Department of Education (ED) under a Restricted Rate Program that is subject to a statutory “supplement not supplant” restriction, you are required to use a restricted indirect cost rate. See the Education Department General Administrative Regulations (EDGAR), 34 CFR 75.563 [discretionary grants] at <http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part75e.html> or 34 CFR 76.563 [formula grants] at <http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part76f.html>, as applicable, and 34 CFR 76.564 through 76.569 at <http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part76f.html>. Restricted rates for State Educational Agencies (SEA) are included on the SEA’s negotiated indirect cost rate agreement. Restricted rates for Local Educational Agencies are provided by the SEA, using a method approved by ED. The restricted rate requirements also apply to any subgrants from the prime recipient.

All applicants must use the restricted rate included on their negotiated indirect cost rate agreement. Applicants for discretionary grants that are not a State or Local government and do not have a negotiated restricted rate, may use the 8% rate described at §76.564(c)(2). If an applicant’s calculated restricted rate is less than 8%, the lower rate must be used for the application’s budget. The 8% rate in §76.564(c)(2) must also be multiplied by the modified total direct cost base described in §76.569.

For grants under Restricted Rate Programs, §76.569 requires that grantees multiply their restricted indirect cost rate by:

“Total direct costs of the grant minus capital outlays, subgrants, and other distorting or unallowable items as specified in the grantee's indirect cost rate agreement.”

Commonly, such a procedure is referred to as multiplying by a modified total direct cost base. Below is a simplified example for calculating indirect costs for a Restricted Rate program using budget categories from the ED 524 form, Budget Information – Non-Construction Programs. The ED 524 and Instructions can be found at:

<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>

For the purposes of this example, a 6% restricted rate from a negotiated indirect cost rate agreement is used to calculate indirect costs.

1. Personnel	150,000
2. Fringe Benefits	50,000
3. Travel	10,000
4. Equipment	5,400
5. Supplies	600
6. Contractual	3,700
7. Construction	-
8. Other (tuition)	<u>72,000</u>
9. Total Direct Costs	291,700
Calculate Modified Total Direct Cost Base	
Total Direct Costs	291,700
Less:	
Equipment	5,400
Tuition	<u>72,000</u>
77,400	
Modified Total Direct Cost Base:	214,300
Multiply \$214,300 by 6% restricted rate:	12,858
10. Indirect Costs (using 6% restricted rate)	12,858
11. Training Stipends	-
12. Total Costs	<u>304,558</u>

GRANT APPLICATION RECEIPT ACKNOWLEDGMENT

If you fail to receive the notification of application receipt within 15 days from the closing date, call the U.S. Department of Education's Application Control Center at 202/245-6288.

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

Department of Education Web site for available grant applications -
<http://www.ed.gov/fund/grant/apply/grantapps/index.html>

Office of the Chief Financial Officer Web Page –
<http://www.ed.gov/about/offices/list/ocfo/index.html?src=mr>

D-U-N-S number instructions

The D-U-N-S Number is a unique nine-digit number provided by Dun & Bradstreet that does not convey any information about the recipient. A built-in check helps to ensure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

If you do not currently have a D-U-N-S Number you can obtain one at no charge by calling 800/333-0505 or by completing a D-U-N-S Number Request Form on the Internet at the following Web site: <http://www.dnb.com>.

Note: Applicants are strongly encouraged to apply for a DUNS Number during the initial development of the application. We cannot make a grant award without an active D-U-N-S Number.

Forms

The required application forms are included in this package. Applicants can access additional copies of these forms by going to the grant forms website at:

<http://www.ed.gov/fund/grant/apply/appforms/appforms.html?exp=0>

The following forms must be submitted for this competition:

- Application for Federal Education Assistance (ED Form 424)
- Budget Information – Non-Construction Programs (ED Form 524)
- Assurances - Non-Construction Programs (Standard Form 424B)
- Certifications Regarding Lobbying (ED Form 80-0013)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions (ED Form 80-0014)
- Disclosure of Lobbying Activities (Standard Form – LLL)
- Program Specific Assurances Form
- Survey on Ensuring Equal Opportunity for Applicants

Note: Do not submit any other forms not requested in this application.

PROGRAM SPECIFIC ASSURANCES

As the duly authorized representative of the applicant, I certify that the applicant shall:

1. assure that the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students;
2. assure that the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, and counseling service providers, and community leaders to advise the local educational agency on the design and implementation of the counseling program; and

Signature of Authorized Certifying Official

Title

Applicant Organization

Date Submitted

Use This Checklist in Preparing Your Application Package

- ❑ Application for Federal Education Assistance (ED Form 424) - Page 1
 - ✓ ED Form 424 has been completed according to the instructions and includes the nine-digit active D-U-N-S Number and Tax Identification Number.
 - ✓ ED Form 424 has been signed in black ink and dated by an authorized official and the signed original has been included with your submission.
- ❑ Table of Contents - Page 2
- ❑ Project Abstract - Page 3 (one page maximum)
- ❑ Project Narrative (up to 25 pages double-spaced)
- ❑ Budget Information Form (ED Form 524) and budget narrative
- ❑ Assurances—Non-Construction Programs (ED Form 424B), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Certifications Regarding Lobbying (ED Form 80-0013), signed and dated by an authorized official (including original signature in at least one copy).
- ❑ Certification Regarding Debarment (ED Form 80-0014), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Disclosure of Lobbying Activities (Standard Form – LLL), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Program Specific Assurances Form, signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Survey on Ensuring Equal Opportunity for Applicants
- ❑ A narrative response to the GEPA provision, describing the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.
- ❑ Copy of Applicant's Letter to State Single Point of Contact (Executive Order 12372)
- ❑ One signed original and two copies of the application (including all forms), plus one voluntarily submitted additional copy has been included. All copies are unbound. Each page is consecutively numbered.
- ❑ Mailing Address: U.S. Department of Education, Application Control Center, Attention: CFDA #84.215E, 400 Maryland Avenue, SW, Washington, DC 20202-4260
- ❑ Deadline Date: Applications must be postmarked or hand delivered by **April 10, 2006** (See page 22 of this application package for additional application submission procedures).